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ABSTRACT

This seventh edition of the "Mini-Digest" provides a pocket-sized compilation of statistical information covering U.S. education from kindergarten through graduate school. This information is found in much greater detail in the "Digest of Education Statistics," "The Condition of Education," and "Youth Indicators." The statistical highlights provide a quantitative description of the education scene in the United States. Information is presented on: (1) enrollment in elementary, secondary, and higher education; (2) teachers and teacher characteristics; (3) educational outcomes (course-taking patterns, graduates, dropouts, literacy rates, completions, reading and mathematics performance, and college degrees); and (4) educational finance. Statistics reveal that in 1999, education was the primary occupation of more than 76 million people in the United States. This total includes about 68.1 million students enrolled in U.S. schools and colleges. About 4 million people were employed as elementary, secondary, and college teachers, and other professional, administrative, and support staff of educational institutions numbered 4.2 million. (Contains 29 tables and 12 figures.) (SLD)

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Mini-Digest of Education Statistics 1999

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Mini-Digest of Education Statistics 1999

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Office of Educational Research and Improvement NCES 2000–036

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National Center for Education Statistics

The purpose of the Center is to collect and report "statistics and information showing the condition and progress of education in the United States and other nations in order to promote and accelerate the improvement of American education."—Section 402(b) of the National Education Statistics Act of 1994 (20 U.S.C. 9001).

August 2000

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Foreword

Welcome to the seventh edition of the *Mini-Digest of Education Statistics.* The primary purpose of this publication is to provide a pocket-sized compilation of statistical information covering the broad field of American education from kindergarten through graduate school. The statistical highlights provide a quantitative description of the current American education scene.

The *Mini-Digest* is designed as an easy reference for materials found in much greater detail in the *Digest of Education Statistics, The Condition of Education,* and *Youth Indicators.*

These volumes include selections of data from many sources, both government and private, especially drawing on results of surveys and activities carried out by the National Center for Education Statistics (NCES). They include information on the number of schools and colleges, teachers, enrollments, and graduates, in addition to educational outcomes, finances, and federal funds for education. Unless otherwise stated, all data are extracted from the *Digest of Education Statistics.*

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Overview

Education was the occupation of more than 76 million people in the United States in the fall of 1999. Included in this total were about 68.1 million students enrolled in American schools and colleges. About 4 million people were employed as elementary and secondary school teachers and as college faculty. Other professional, administrative, and support staff of educational institutions numbered 4.2 million. In a nation with a population of about 271 million, more than 1 out of every 4 persons participated in formal education.

Clearly, from the large number of participants, the many years that people spend in school, and the hundreds of billions of dollars expended by schools, education figures prominently in the life of the nation.

The Structure of American Education

Figure 1 shows the structure of education in the United States: the three levels of education—elementary, secondary, and postsecondary—and the approximate age range of persons at each level. Pupils ordinarily spend from 6 to 8 years in the elementary grades, preceded by 1 to 3 years in nursery school and kindergarten. The elementary school program is followed by a 4- to 6-year secondary school program. The elementary program is frequently followed by a middle school or junior high school program, which generally lasts 2 or 3 years. Students then may finish their compulsory schooling at the secondary or high school level, which may last from 3 to 6 years depending on the structure within their school district. Pupils normally complete the entire program through grade 12 by age 17, 18, or 19.

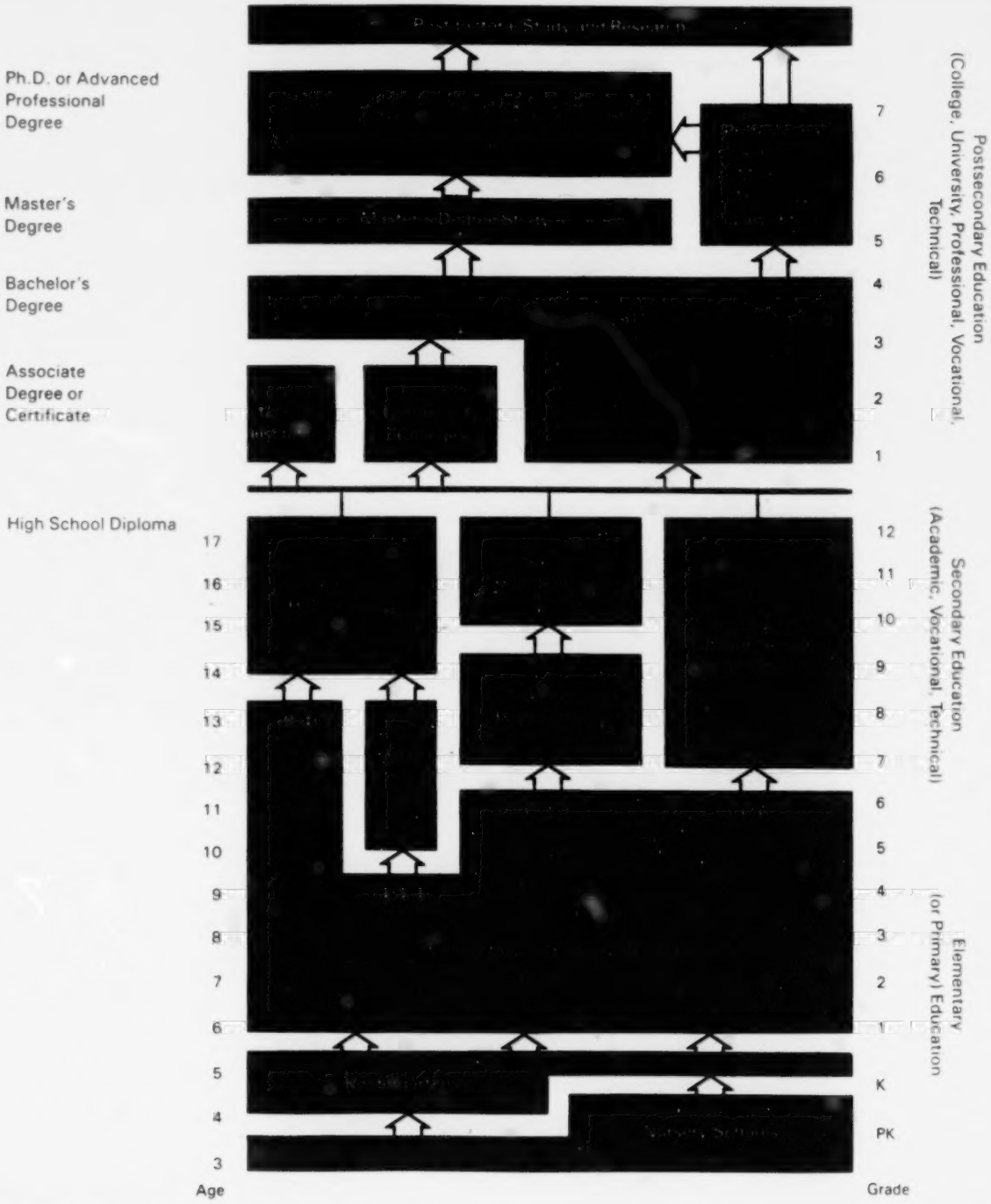
High school graduates who decide to continue their education may enter a technical or vocational institution, a 2-year college, or a 4-year college or university. A 2-year college normally offers the first 2 years of a standard 4-year college curriculum and a selection of terminal vocational programs. Academic courses completed at a 2-year college

are usually transferable for credit at a 4-year college or university. A technical or vocational institution offers postsecondary technical training leading to a specific career. Other types of educational opportunities for adults are offered by community organizations, libraries, churches, and businesses.

An associate degree requires the equivalent of at least 2 years of full-time college-level work, and a bachelor's degree normally can be earned in 4 years. At least 1 year beyond the bachelor's is necessary for a master's degree, while a doctor's degree usually requires a minimum of 3 or 4 years beyond the bachelor's.

Professional schools differ widely in admissions requirements and in program length. Medical students, for example, generally complete a 4-year program of premedical studies at a college or university before they can enter the 4-year program at a medical school. Law programs normally require 3 years of coursework beyond the bachelor's degree level.

Figure 1.—The structure of education in the United States



NOTE—Adult education programs, while not separately delineated above, may provide instruction at the elementary, secondary, or higher education level. Chart reflects typical patterns of progression rather than all possible variations.

SOURCE: U.S. Department of Education, National Center for Education Statistics.

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Enrollment

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Elementary and Secondary Schools

Public Schools

Overall, public school enrollment increased between 1985 and 1999. In kindergarten through grade eight, enrollment rose from 27.0 million in fall 1985 to an estimated 33.7 million in fall 1999. In the upper grades (9–12), the net result of changes in enrollment over the same period was an overall increase in secondary students.

Table 1.—Enrollment in public elementary and secondary schools: Fall 1985 to fall 1999
(In thousands)

Year	Total	Kindergarten through grade 8	Grades 9 through 12
1985	39,422	27,034	12,388
1990	41,216	29,878	11,338
1991	42,047	30,506	11,541
1992	42,823	31,088	11,735
1993	43,465	31,504	11,961
1994	44,111	31,898	12,213
1995	44,841	32,341	12,500
1996	45,611	32,764	12,847
1997	46,127	33,073	13,054
1998*	46,844	33,514	13,330
1999*	47,244	33,701	13,543

*Projected.

NOTE: Because of rounding, details may not add to totals.

Private Schools

Private school enrollment has changed little over the past decade, with 11 percent of all elementary and secondary students attending private schools. Total private school enrollment at the elementary and secondary levels was estimated at 6.0 million in fall 1999.

Table 2.—Enrollment in private elementary and secondary schools: Fall 1985 to fall 1999
(In thousands)

Year	Total	Kindergarten through grade 8	Grades 9 through 12
1985	5,557	4,195	1,362
1990	5,232	4,095	1,137
1991	5,199	4,074	*1,125
1992	5,375	4,212	*1,163
1993	5,471	4,280	*1,191
1994	5,596	4,360	*1,236
1995	5,662	4,465	*1,197
1996	5,783	4,486	*1,297
1997	5,860	4,552	*1,308
1998	5,924	4,597	*1,327
1999	5,970	4,622	*1,348

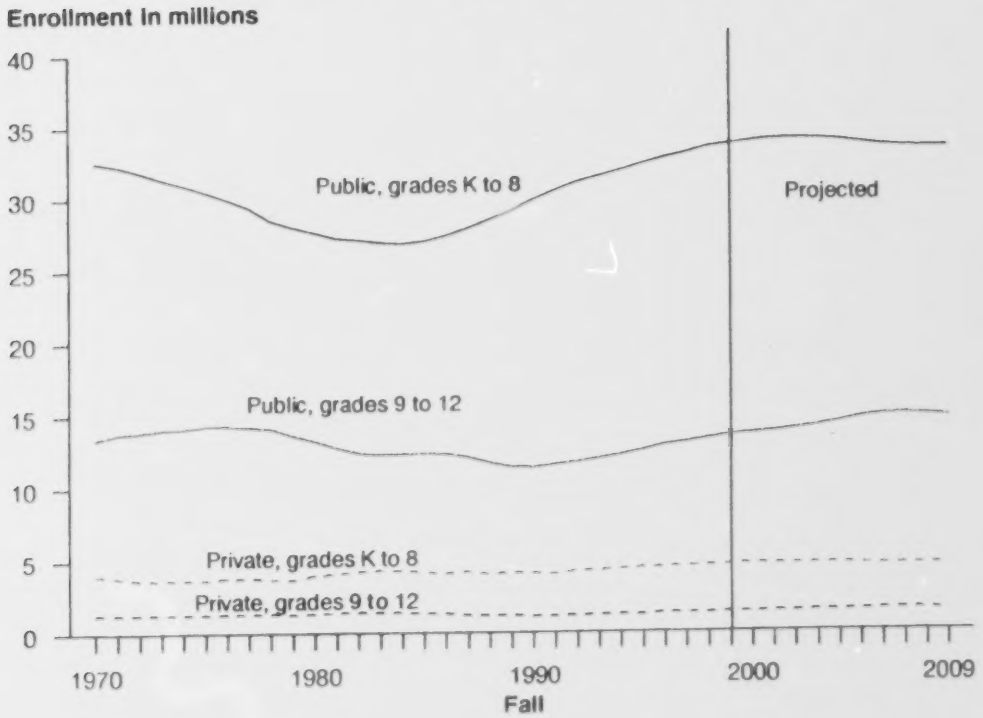
* Estimated.

NOTE: Excludes home-schooled children. In 1997-98, the Department estimated that approximately 800,000 to 1,000,000 were home-schooled. Because of rounding, details may not add to totals.

Projections

The National Center for Education Statistics (NCES) forecasts record levels of enrollment through the late 1990s. It is anticipated that in each year, elementary and secondary school enrollments will surpass the previous high and will continue to climb into the next century. Elementary school

Figure 2.—Enrollment in elementary and secondary schools, by level and control: Fall 1970 to fall 2009



enrollment is expected to reach 38.5 million and secondary school enrollment will reach 15.0 million in 2000. Between fall 1999 and fall 2004, secondary school enrollment is expected to rise by 6 percent, while elementary school enrollment is projected to remain stable.

Table 3.—Projected enrollment in public and private elementary and secondary schools: Fall 1999 to fall 2009
(In thousands)

Year	Total	Kindergarten through grade 8	Grades 9 through 12
1999	53,215	38,323	14,891
2000	53,539	38,521	15,018
2001	53,821	38,683	15,138
2002	54,071	38,749	15,322
2003	54,228	38,703	15,525
2004	54,369	38,561	15,808
2005	54,477	38,348	16,129
2006	54,500	38,152	16,348
2007	54,435	38,044	16,391
2008	54,316	38,005	16,310
2009	54,174	38,012	16,363

NOTE: Because of rounding, details may not add to totals.

Preprimary Enrollment

Prekindergarten and kindergarten enrollment of 3- to 5-year-olds increased 30 percent between 1988 and 1998. The proportion of 5-year-olds enrolled in kindergarten programs has changed little since 1988.

Table 4.—Enrollment of 3- to 5-year-olds in prekindergarten and kindergarten programs by control and level of school: Fall 1988, 1993, and 1998

(In thousands)

Level and control of school	Fall 1988	Fall 1993	Fall 1998
Total	5,978	6,581	7,788
Percent enrolled	54.4	55.1	64.5
Control			
Public	3,726	4,225	4,887
Private	2,251	2,356	2,901
Level			
Prekindergarten	2,621	2,984	4,512
Kindergarten	3,356	3,597	3,276

NOTE: Because of rounding, details may not add to totals.

Enrollment Rates

School enrollment rates for 5- to 17-year-olds have remained relatively steady over the past 10 years—at about 96 percent. Nearly all elementary-age children are enrolled in school.

Table 5.—Percent of 5- to 17-year-olds enrolled in school: October 1970 to October 1998

Year	5 and 6 years	7 to 13 years	14 to 17 years
1970	89.5	99.2	94.1
1975	94.7	99.3	93.6
1980	95.7	99.3	93.4
1981	94.0	99.2	94.1
1982	95.0	99.2	94.4
1983	95.4	99.2	95.0
1984	94.5	99.2	94.7
1985	96.1	99.2	94.9
1986	95.3	99.2	94.9
1987	95.1	99.5	95.0
1988	96.0	99.7	95.1
1989	95.2	99.3	95.7
1990	96.5	99.6	95.8
1991	95.4	99.6	96.0
1992	95.5	99.4	96.7
1993	95.4	99.5	96.5
1994	96.7	99.4	96.6
1995	96.0	98.9	96.3
1996	94.0	97.7	95.4
1997	96.5	99.1	96.6
1998	95.6	98.9	96.2

Enrollment by Race and Ethnicity

The proportion of minority students in public elementary and secondary schools increased between 1986 and 1997. The proportion of Hispanics in public elementary and secondary schools increased at a greater rate than the proportion of blacks.

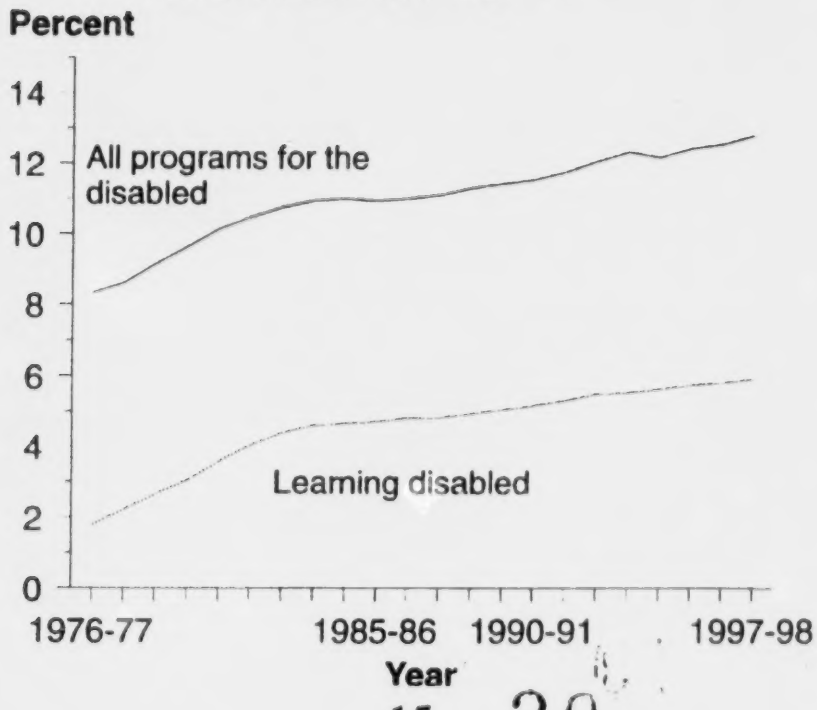
Table 6.—Racial/ethnic distribution of students in public elementary and secondary schools: Fall 1986, 1991, and 1997

Race/ethnicity of student	Fall 1986	Fall 1991	Fall 1997
Total	100.0	100.0	100.0
White, non-Hispanic	70.4	67.4	63.5
Minority	29.7	32.6	36.5
Black, non-Hispanic	16.1	16.4	17.0
Hispanic	9.9	11.8	14.4
Other, non-Hispanic	3.7	4.4	5.0

Enrollment in Programs for the Disabled

During the late 1970s and early 1980s, increasing proportions of children were served in federally supported programs for the disabled. Much of the rise during this period may be attributed to the increasing proportion of children identified as learning disabled. In 1976–77, 8 percent of children were served in programs for the disabled compared with 13 percent in 1997–98. However, since 1985–86, the increases have been relatively small.

Figure 3.—Children 0 to 21 years old served in federally supported programs for the disabled as a percent of public elementary and secondary enrollment: 1976–77 to 1997–98

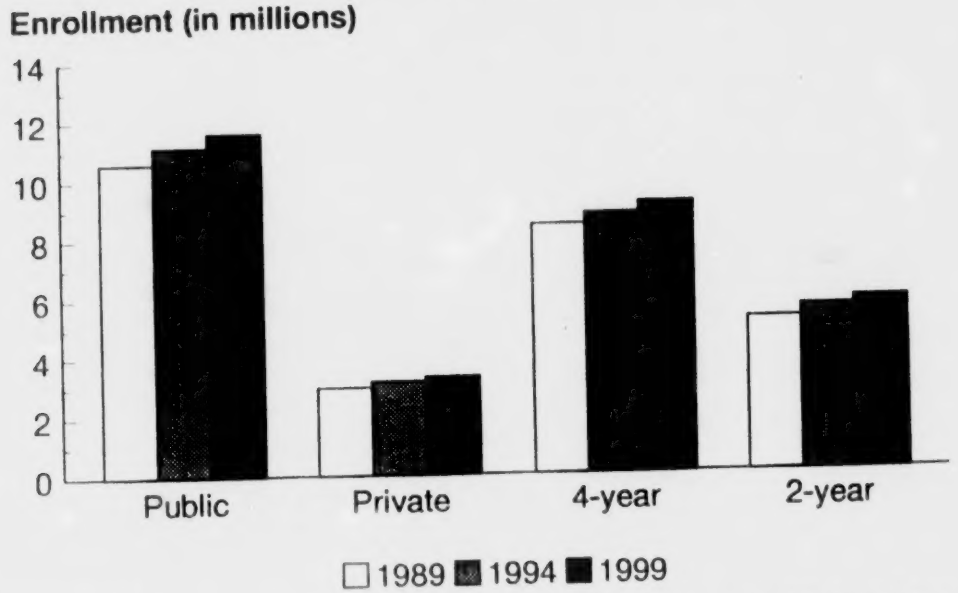


Higher Education

College Enrollment

College enrollment fell slightly below 14.3 million in fall 1994. Of the 1999 students, about 9 million attend 4-year schools and nearly 6 million attend 2-year schools. Between 1989 and 1999, part-time enrollment increased at about the same rate as full-time enrollment, 9 percent and 10 percent, respectively.

Figure 4.—Fall enrollment in institutions of higher education by sector and by level: 1989, 1994, and 1999



NOTE: The source for 1999 figures is *Projections of Education Statistics to 2009.*

Table 7.—Enrollment in higher education by level and control of institution: Fall 1989, 1994, and 1999 *

(In thousands)

Type and control of school, and attendance status	Fall 1989	Fall 1994	Fall 1999 *
Total	13,539	14,279	14,881
4-year	8,388	8,749	9,106
2-year	5,151	5,530	5,775
Full-time	7,661	8,138	8,450
Part-time	5,878	6,141	6,432
Public	10,578	11,134	11,602
4-year	5,694	5,825	6,059
2-year	4,883	5,308	5,543
Full-time	5,609	[2] 5,951	6,184
Part-time	[1] 4,969	5,183	5,418
Private	2,961	3,145	3,279
4-year	2,693	2,924	3,047
2-year	267	221	232
Full-time	2,052	2,187	2,266
Part-time	[3] 908	[4] 958	1,013

* Estimated.

[1] NOTE: *Education Digest, 1992,* Table 166.

[2] NOTE: *Education Digest, 1999,* Table 178.

[3] NOTE: *Education Digest, 1992,* Table 168.

[4] NOTE: *Education Digest, 1999,* Table 181.

NOTE: The source for 1999 figures is *Projections of Education Statistics to 2009.*

Enrollment Rates of 18- to 24-Year-Olds

The proportion of 18- and 19-year-olds attending high school or college rose from 56 percent in 1987 to 62 percent in 1998. Enrollment rates for those in their early 20s also increased. The enrollment rate of 20- and 21-year-olds rose from 39 percent in 1987 to 45 percent in 1998.

Table 8.—Percent of 18- to 24-year-olds enrolled in school: October 1981 to October 1998

Year	18- and 19-year-olds	20- and 21-year-olds	22- to 24-year-olds
1981	49.0	31.6	16.5
1982	47.8	34.0	16.8
1983	50.4	32.5	16.6
1984	50.1	33.9	17.3
1985	51.6	35.3	16.9
1986	54.6	33.0	17.9
1987	55.6	38.7	17.5
1988	55.6	39.1	18.2
1989	56.0	38.5	19.9
1990	57.2	39.7	21.0
1991	59.6	42.0	22.2
1992	61.4	44.0	23.7
1993	61.6	42.7	23.6
1994	60.2	44.9	24.0
1995	59.4	44.9	23.2
1996	61.5	44.4	24.8
1997	61.5	45.9	26.4
1998	62.2	44.8	24.9

Enrollment by Gender

Despite decreases in the size of the traditional college-age population, total college enrollment has continued to grow since 1980. Much of this growth can be attributed to the increase in the number of women over 24 attending college.

Table 9.—Fall enrollment in institutions of higher education, by sex, and age: 1980, 1990, and 1999

(In thousands)

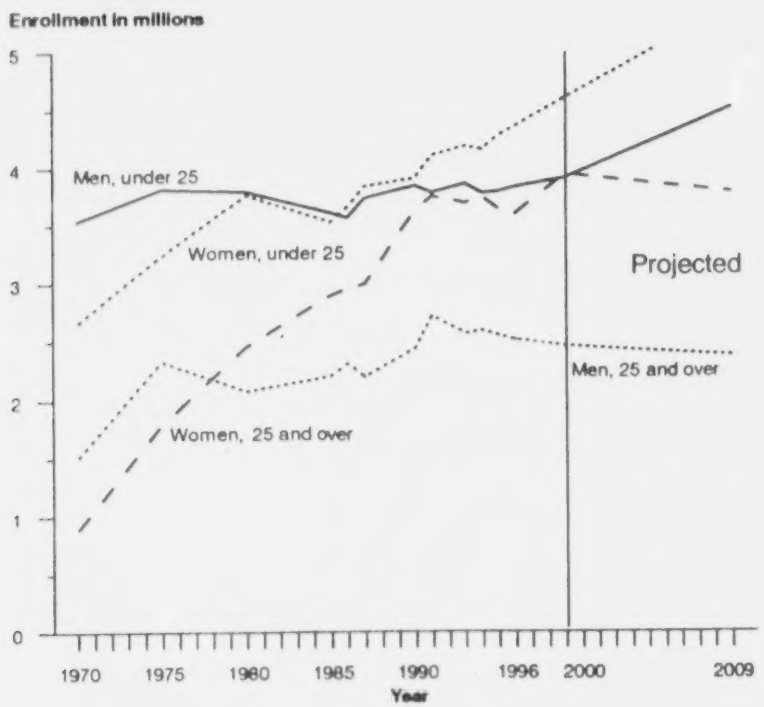
Sex and age	1980	1990	1999
Men and women, total ..	12,097	13,819	14,881
19 years and younger	3,148	3,127	3,536
20 and 21 years old ...	2,424	2,761	2,769
22 to 24 years old	1,989	2,144	2,204
25 years and older	4,535	5,788	6,372
Men, total	5,874	6,284	6,370
19 years and younger	1,474	1,508	1,552
20 and 21 years old ...	1,259	1,368	1,269
22 to 24 years old	1,064	1,107	1,088
25 years and older	2,076	2,301	2,461
Women, total	6,223	7,535	8,511
19 years and younger	1,674	1,619	1,984
20 and 21 years old ...	1,165	1,392	1,501
22 to 24 years old	925	1,037	1,116
25 years and older	2,459	3,486	3,912

NOTE: Because of rounding, details may not add to totals.

Enrollment by Age

The number of older students in college has been growing more than the number of younger students. Between 1980 and 1990, the enrollment of students under age 25 increased by 6 percent. During the same period, enrollment of persons 25 and over rose by 28 percent. From 1999 to 2009 however, NCES projects an 18 percent growth in enrollments of persons under 25. Projections show enrollments of persons over 25 are stable from 1996 to 2009.

Figure 5.—Fall enrollment in institutions of higher education, by age and sex: 1970 to 2009



Enrollment by Race and Ethnicity

The proportion of American college students who are minorities has been increasing. In 1980, 16.5 percent were minorities, compared with 26.8 percent in 1997. Much of the change can be attributed to rising proportions of Hispanic and Asian students. The proportion of students who are black has fluctuated over the past 15 years and was 11.0 percent in 1997, an increase from the 1980 level of 9.4 percent. (These percentages exclude foreign students enrolled in American colleges and universities who are not permanent residents.)

Table 10.—Racial/ethnic distribution of fall enrollment in institutions of higher education: 1980, 1990, and 1997

Race/ethnicity	1980	1990	1997*
Total	100.0	100.0	100.0
White, non-Hispanic	83.5	79.9	73.2
Total minority	16.5	20.1	26.8
Black, non-Hispanic	9.4	9.3	11.0
Hispanic	4.0	5.8	8.6
Asian or Pacific Islander	2.4	4.3	6.1
American Indian or Alaskan Native	0.7	0.8	1.0

*Preliminary data.

NOTE: Distribution excludes nonresident aliens.

Graduate School Enrollment

Graduate enrollment had been steady at about 1.3 million in the late 1970s and early 1980s, but rose 19 percent between 1988 and 1997. Enrollment in first-professional programs, after rising very rapidly during the 1970s, stabilized in the early 1980s and showed an increase between 1986 and 1997.

Since 1984, the number of women in graduate schools has exceeded the number of men. Between 1986 and 1997, the number of male full-time graduate students increased by 22 percent, compared with 72 percent for full-time women. Among part-time graduate students, enrollments for women increased 17 percent, while enrollments for men remained similar. However, men continue to seek first-professional degrees more than women.

Table 11.—Fall graduate enrollment [1] in institutions of higher education, by sex: 1970 to 1997

(In thousands)

Year	Total	Men	Women
1970	1,031	630	400
1972	1,066	626	439
1974	1,190	663	526
1976	1,333	714	619
1978	1,312	682	630
1980	1,343	675	670
1982	1,322	670	653
1984	1,345	672	673
1986	1,435	693	742
1988	1,472	697	774
1990	1,586	737	849
1991	1,639	761	878
1992	1,669	772	896
1993	1,688	771	917
1994	1,721	776	946
1995	1,732	768	965
1996	1,743	760	983
1997	1,751	765	994

[1] Includes full-time and part-time unclassified postbaccalaureate students, but excludes first-professional enrollment.

NOTE: Because of rounding, details may not add to totals.

Teachers

29

Number of Teachers

The number of elementary and secondary school teachers has risen in recent years, up about 25 percent since 1985. Since 1993, the number of public school teachers has grown at a faster rate than the number of students and pupil/teacher ratio has declined. In the fall of 1998, the ratio of pupils per public school teacher was estimated to be 16.8 compared with 17.9 pupils per teacher in 1985. During the same time period, the pupil/teacher ratio in private schools fell from 16.2 to 15.2 pupils per teacher.

Table 12.—Teachers and pupil/teacher ratios in public and private elementary and secondary schools: Fall 1980 to fall 1998

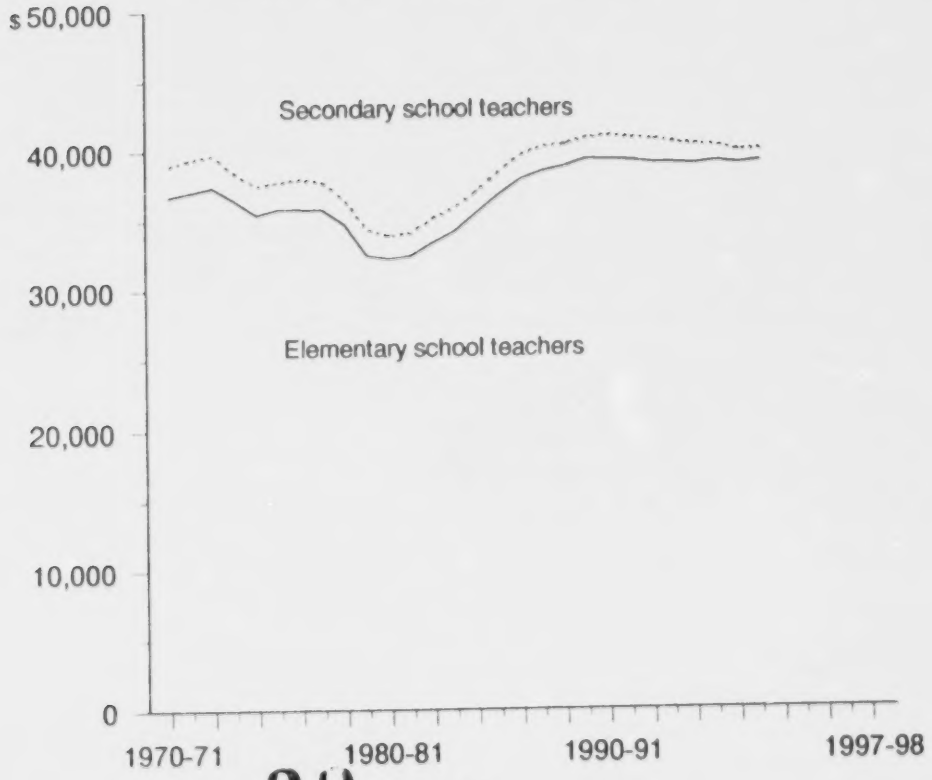
Year	Total	Public school teachers	Private school teachers
	Number in thousands		
1980	2,485	2,184	301
1985	2,549	2,206	343
1990	2,753	2,398	355
1991	2,787	2,432	355
1992	2,822	2,459	363
1993	2,870	2,504	366
1994	2,926	2,552	374
1995	2,978	2,598	380
1996	3,054	2,666	387
1997 [1]	3,132	2,744	388
1998 [2]	3,178	2,787	391
	Pupil/teacher ratios		
1980	18.6	18.7	17.7
1985	17.6	17.9	16.2
1990	16.9	17.2	14.7
1991	17.0	17.3	14.6
1992	17.1	17.4	14.8
1993	17.1	17.4	14.9
1994	17.0	17.3	15.0
1995	17.0	17.3	14.9
1996	16.8	17.1	14.9
1997 [1]	16.6	16.8	15.1
1998 [2]	16.6	16.8	15.2

[1] Estimated.
[2] Projected.

Teachers' Salaries

The average salary for public school teachers has remained steady over the past 10 years, reaching $39,385 in 1997–98. After adjustment for inflation, teachers' salaries rose 20 percent between 1980–81 and 1997–98. Virtually all of this increase occurred during the mid-1980s. Since 1990–91, the average salary for teachers actually fell slightly, after adjusting for inflation.

Figure 6.—Average annual salary for public elementary and secondary school teachers: 1970–71 to 1997–98
(In constant 1997–98 dollars)



Teacher Characteristics

The teaching force in public elementary and secondary schools in 1993–94 included 73 percent women and 87 percent white non-Hispanics. Some 65 percent of teachers had at least 10 years of full-time teaching experience and almost all teachers held at least a bachelor's degree.

Table 13.—Characteristics of teachers in public schools: 1993–94

Selected characteristics	Number, in thousands	Percent
Total	2,561	100.0
Men	694	27.1
Women	1,867	72.9
Race/ethnicity		
White, non-Hispanic	2,217	86.5
Black, non-Hispanic	188	7.4
Hispanic	109	4.2
Other minorities	48	1.9
Experience		
Less than 3 years	249	9.7
3 to 9 years	653	25.5
10 to 20 years	897	35.0
More than 20 years	762	29.8
Highest degree		
Less than bachelor's	18	0.8
Bachelor's	1,331	52.0
Master's or above	1,212	47.3

NOTE: Excludes prekindergarten teachers.

Educational Outcomes

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High School Course-Taking Patterns

In 1983, the National Commission on Excellence in Education recommended that all students take 4 years of English, 3 years each of mathematics, science, and social studies, and half a year of computer science. For those going on to college an additional 2 years of foreign language study was highly recommended. Over the past 12 years, the average number of science and mathematics credits earned by high school graduates increased substantially. The mean number of mathematics credits (Carnegie units) earned in high school rose from 2.6 in 1982 to 3.4 in 1998, and the number of science credits rose from 2.2 to 3.12.

The proportion of graduates who completed the full college preparatory program recommended by the Commission on Excellence rose from 2 percent in 1982 to 29 percent in 1998.

Table 14.—Percent of high school graduates earning selected combinations of academic credits: 1982 and 1998

Year of graduation and course combinations taken	All graduates
1982 graduates	
4 Eng., 3 S.S., 3 Sci., 3 Math, .5 Comp., & 2 F.L.	2.0
4 Eng., 3 S.S., 3 Sci., 3 Math, & 2 F.L.	9.5
4 Eng., 3 S.S., 3 Sci., 3 Math	14.3
4 Eng., 3 S.S., 2 Sci., 2 Math	31.5
1998 graduates	
4 Eng., 3 S.S., 3 Sci., 3 Math, .5 Comp., & 2 F.L.	28.6
4 Eng., 3 S.S., 3 Sci., 3 Math, 2 F.L.	44.2
4 Eng., 3 S.S., 3 Sci., 3 Math	55.0
4 Eng., 3 S.S., 2 Sci., 2 Math	74.5

NOTE: Eng. = English; S.S. = social studies; Sci. = science; Comp. = computer science; and F.L. = foreign language.

Graduates

The number of high school graduates in 1998–99 totaled about 2.8 million. About 2.5 million graduated from public schools and about 0.3 million graduated from private schools. The number of high school graduates has declined from its peak in 1976–77 when approximately 3.2 million people earned their diplomas. Although the number of graduates has been lower in recent years, the ratio of high school graduates to 17-year-olds declined in the 1970s, increased slightly in the late 1980s and decreased slightly during the 1990s.

The actual completion rate is higher than this ratio of 71 percent because many students complete high school through alternative programs, such as night schools and the General Educational Development (GED) program. In 1998, about 83 percent of all 25- to 29-year-olds had completed high school or its equivalent.

Table 15.—High school graduates compared with population of 17-year-olds: 1976–77 to 1998–99

(In thousands)

School year	Total 17-year-olds	High school graduates	Graduates as a percent of 17-year-olds
1976–77	4,272	3,152	73.8
1978–79	4,327	3,101	71.7
1981–82	4,134	2,995	72.4
1983–84	3,784	2,767	73.1
1985–86	3,670	2,643	72.0
1986–87	3,754	2,694	71.8
1987–88	3,849	2,773	72.1
1988–89	3,842	2,727	71.0
1989–90	3,505	2,586	73.8
1990–91	3,421	2,503	73.2
1991–92	3,391	2,482	73.2
1992–93	3,447	2,490	72.2
1993–94	3,459	2,479	71.7
1994–95	3,588	2,538	70.7
1995–96	3,641	2,540	69.8
1996–97	3,773	2,608	69.1
1997–98	3,930	2,708	68.9
1998–99* ...	3,948	2,786	70.6

*Preliminary data.

Dropouts

The dropout rate among 16- to 24-year-olds has declined over the past 20 years. Having fallen more for blacks than for whites, the difference in dropout rates between the races has narrowed. The dropout rate for Hispanics remains relatively high at 30 percent, compared to 8 percent for whites and 14 percent for blacks.

Figure 7.—Percent of high school dropouts among 16- to 24-year-olds, by race/ethnicity: 1970 to 1998

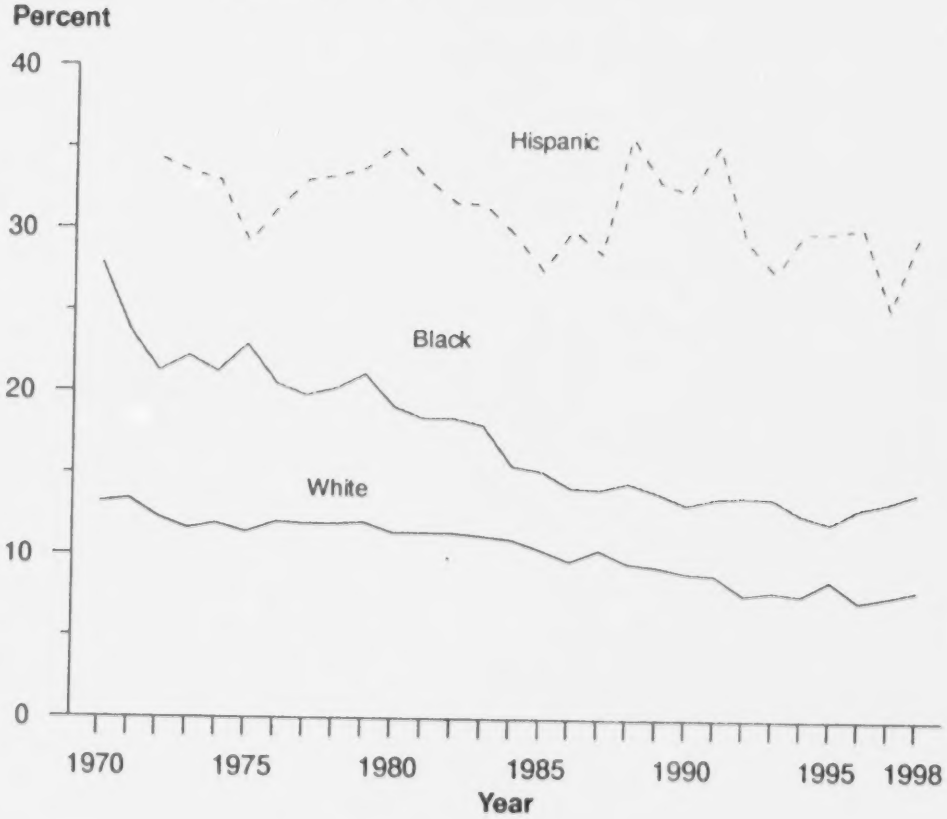


Table 16.—Percent of high school dropouts among persons 16 to 24 years old, by race/ethnicity: October 1975 to October 1998

Year	All races	White, non-Hispanic	Black, non-Hispanic	Hispanic
1975	13.9	11.4	22.9	29.2
1980	14.1	11.4	19.1	35.2
1981	13.9	11.3	18.4	33.2
1982	13.9	11.4	18.4	31.7
1983	13.7	11.1	18.0	31.6
1984	13.1	11.0	15.5	29.8
1985	12.6	10.4	15.2	27.6
1986	12.2	9.7	14.2	30.1
1987	12.7	10.4	14.1	28.6
1988	12.9	9.6	14.5	35.8
1989	12.6	9.4	13.9	33.0
1990	12.1	9.0	13.2	32.4
1991	12.5	8.9	13.6	35.3
1992* ...	11.0	7.7	13.7	29.4
1993* ...	11.0	7.9	13.6	27.5
1994* ...	11.4	7.7	12.6	30.0
1995* ...	12.0	8.6	12.1	30.0
1996* ...	11.1	7.3	13.0	29.4
1997* ...	11.0	7.6	13.4	25.3
1998* ...	11.8	7.7	13.8	29.5

*Wording of questionnaire was changed.

NOTE: Dropouts are persons not enrolled in school who neither graduated from high school, nor received GED credentials.

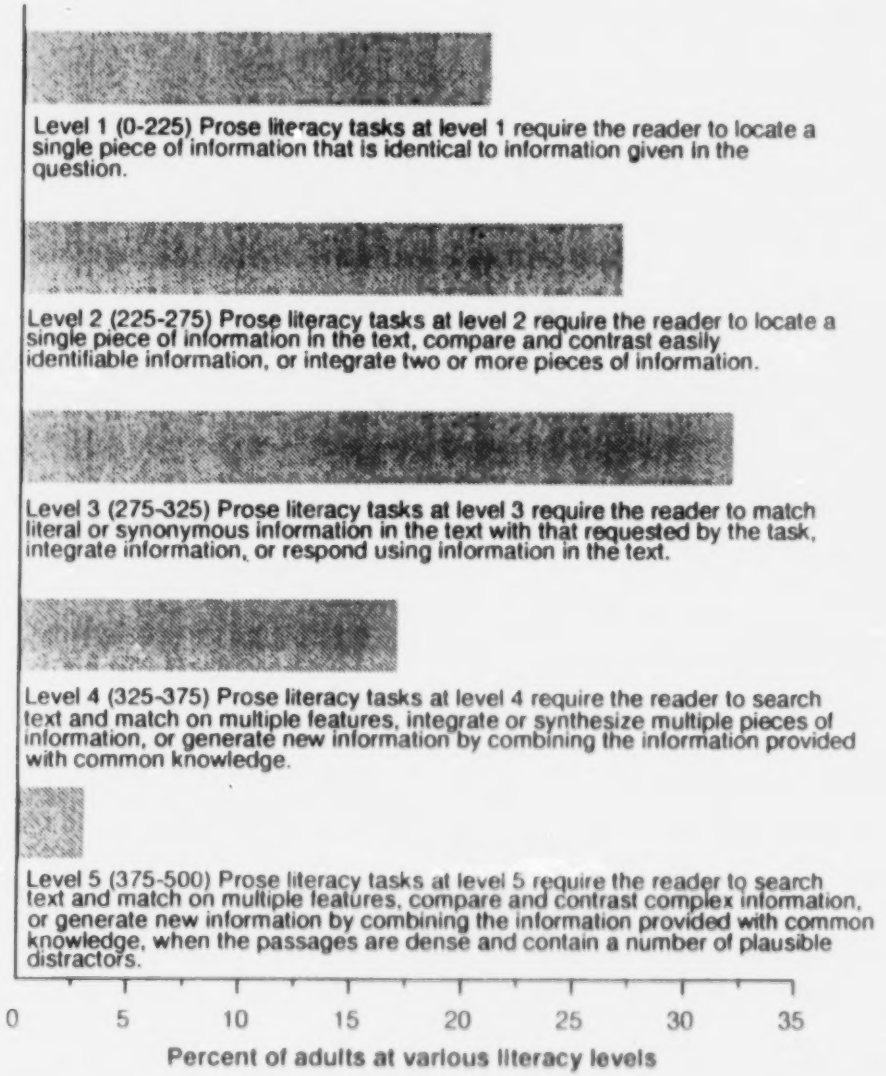
Literacy Rates

Some 90 million adults—about 21 percent of the U.S. adult population—performed at the lowest levels of literacy in 1992 on a national survey of adult literacy. Literacy was defined as "using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential." Three scales were developed measuring different aspects of literacy: prose, quantitative, and document.

Adults with higher levels of educational attainment had higher average levels of prose literacy. Also, adults aged 19 to 54 had higher average literacy scores than those 55 and older. The differences in literacy between younger and older adults may be due to the higher level of educational attainment among younger adults.

41.

Figure 8.—Prose literacy of adults aged 16 and older: 1992


Level 1 (0-225) Prose literacy tasks at level 1 require the reader to locate a single piece of information that is identical to information given in the question.
Level 2 (225-275) Prose literacy tasks at level 2 require the reader to locate a single piece of information in the text, compare and contrast easily identifiable information, or integrate two or more pieces of information.
Level 3 (275-325) Prose literacy tasks at level 3 require the reader to match literal or synonymous information in the text with that requested by the task, integrate information, or respond using information in the text.
Level 4 (325-375) Prose literacy tasks at level 4 require the reader to search text and match on multiple features, integrate or synthesize multiple pieces of information, or generate new information by combining the information provided with common knowledge.
Level 5 (375-500) Prose literacy tasks at level 5 require the reader to search text and match on multiple features, compare and contrast complex information, or generate new information by combining the information provided with common knowledge, when the passages are dense and contain a number of plausible distractors.
0
5
10
15
20
25
30
35
Percent of adults at various literacy levels

SOURCE: U.S. Department of Education, National Center for Education Statistics, *National Adult Literacy Survey, 1992.*

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Completions

Americans are becoming more educated. Between 1970 and 1998, the proportion of the adult population 25 years of age and over who completed high school or more rose from 55 percent to 83 percent. At the same time, the proportion of adults with at least 4 years of college increased from 11 percent to 24 percent.

Table 17.—Percent of persons 25 years and older who completed various years of school: 1970 to 1998

Year	Less than 5 years of elementary school	4 years of high school or more	4 or more years of college
March 1970	5.3	55.2	11.0
March 1980	3.4	68.6	17.0
March 1985	2.7	73.9	19.4
March 1987	2.4	75.6	19.9
March 1988	2.4	76.2	20.3
March 1989	2.5	76.9	21.1
March 1990	2.4	77.6	21.3
March 1991	2.4	78.4	21.4
March 1992	2.8	80.8	21.4
March 1993	2.1	81.5	21.9
March 1994	1.9	80.9	22.2
March 1995	1.8	81.7	23.0
March 1996	1.8	81.7	23.6
March 1997	1.7	82.1	23.9
March 1998	1.7	82.8	24.4

Reading Performance

Long-term trends in reading achievement show improvements for many of the country's 9- and 13-year-old students. Seventeen year-olds scored about the same in 1996 as in 1971. Significant gaps continue to exist between racial/ethnic groups and between male and female students. Gender gaps favoring female students were about the same in 1996 as in 1971.

Table 18.—Proficiency of 17-year-olds in reading, by selected characteristics: 1971, 1980, and 1996

Selected characteristics of students	1971	1980	1996
Total	285.2	285.5	286.9
Sex			
Male	278.9	281.8	279.9
Female	291.3	289.2	294.4
Race/ethnicity			
White	291.4	292.8	294.4
Black	238.7	243.1	265.4
Hispanic	—	261.4	264.7
Control of school			
Public	—	284.4	286.0
Private	—	298.4	294.0
Parents' education level			
Did not graduate high school	261.3	262.1	267.0
Graduated high school	283.0	277.5	273.0
Post high school	302.2	298.9	297.0

— Data not available.

NOTE: Scale ranges from 0 to 500.

Mathematics Performance

Results from national assessments of mathematics achievement indicate that students have made some improvements in their basic computation skills. Average proficiency for 9- and 13-year-olds improved between 1982 and 1996. For 17-year-old students, average proficiency had declined between 1973 and 1982, but an upturn during the past decade returned their performance to the 1973 level. Gender gaps in mathematics among 17-year-olds narrowed between 1973 and 1996. However, the gap among 9- and 13-year-olds favoring females in 1973 reversed, and in 1996 the gap favored males.

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Table 19.—Percent of 17-year-old students performing at or above three mathematics proficiency score levels, by race/ethnicity: 1982 to 1996

Year and race/ethnicity	Numerical operations and beginning problem solving (Score of 250 or more	Moderately complex procedures and reasoning (Score of 300 or more)	Multistep problem solving and algebra (Score of 350 or more)
Total			
1982	93	48	6
1990	96	56	7
1992	97	59	7
1996	97	60	7
White			
1982	96	55	6
1990	98	63	8
1992	98	66	9
1996	99	69	9
Black			
1982	76	17	1
1990	92	33	2
1992	90	30	1
1996	91	31	1
Hispanic			
1982	81	22	1
1990	86	30	2
1992	94	39	1
1996	92	40	2

College Degrees

The number of degrees conferred by institutions of higher education in 1998–99 was estimated to be 563,000 associate degrees; 1,166,000 bachelor's degrees; 385,000 master's degrees; 76,300 first-professional degrees; and 44,100 doctor's degrees. In 1996–97, women earned the majority of degrees at the associate, bachelor's, and master's degree levels.

Figure 9.—Percent of bachelor's, master's, first-professional, and doctor's degrees awarded to women: 1959–60 to 1998–99

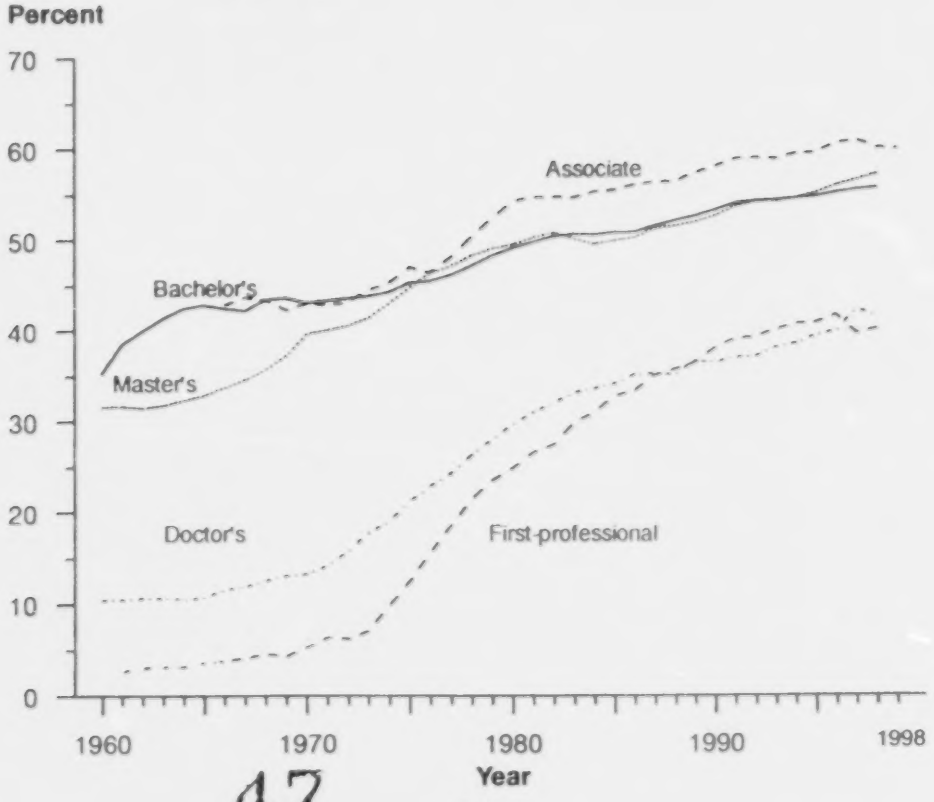

Table 20.—Degrees conferred by institutions of higher education, by level of degree: 1960–61 to 1998–99

Year	Bachelor's degrees	Master's degrees	Doctor's degrees
1960–61	365,174	84,609	10,575
1970–71	839,730	230,509	32,107
1980–81	935,140	295,739	32,958
1982–83	969,510	289,921	32,775
1983–84	974,309	284,263	33,209
1984–85	979,477	286,251	32,943
1985–86	987,823	288,567	33,653
1986–87	991,264	289,349	34,041
1987–88	994,829	299,317	34,870
1988–89	1,018,755	310,621	35,720
1989–90	1,051,344	324,301	38,371
1990–91	1,094,538	337,168	39,294
1991–92	1,136,553	352,838	40,659
1992–93	1,165,178	369,585	42,132
1993–94	1,169,275	387,070	43,185
1994–95	1,160,134	397,629	44,446
1995–96	1,164,792	406,301	44,652
1996–97	1,172,879	419,401	45,876
1997–98 [1]	1,160,000	391,000	44,600
1998–99 [1]	1,166,000	385,000	44,100

[1] Projected.

Finance

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Overall Expenditures

Expenditures for public and private education, from preprimary through graduate school, are estimated at about $619 billion for 1998–99. The expenditures of elementary and secondary schools are expected to total about $371 billion for 1998–99, while institutions of higher education will spend about $247 billion.

Viewed in another context, the total expenditures for education are expected to amount to about 7.3 percent of the gross domestic product in 1998–99. This is somewhat higher than the 1987–88 figure of 6.7 percent.

Table 21.—Total expenditures of educational institutions related to the gross domestic product in current dollars: 1981–82 to 1998–99

School year	Total expenditures in millions of dollars	As a percent of gross domestic product
1980–81	$182,849	6.6
1982–83	212,081	6.5
1983–84	228,597	6.5
1984–85	247,657	6.3
1985–86	269,485	6.4
1986–87	291,974	6.6
1987–88	313,375	6.7
1988–89	346,883	6.9
1989–90	381,525	7.0
1990–91	412,652	7.2
1991–92	432,994	7.3
1992–93	456,070	7.3
1993–94	477,237	7.3
1994–95	503,925	7.3
1995–96	529,596	7.3
1996–97 [1]	562,431	7.3
1997–98 [2]	591,200	7.3
1998–99 [2]	618,600	7.3

[1] Preliminary.
[2] Estimated.

Public Elementary and Secondary School Revenues

The state share of revenues for public elementary and secondary schools grew through most of the 1980s, but in 1987–88 the trend began to reverse. Between 1986–87 and 1993–94, the local share of school funding rose while the proportion from state governments fell. By 1995–96, a greater share shifted back to the states as 47.5 percent of revenues came from state sources, 45.9 percent came from local sources, and 6.6 percent came from the federal government.

Table 22.—Percent of revenues for public elementary and secondary schools from various sources: 1970–71 to 1996–97

School year	Federal	State	Local*
1970–71	8.4	39.1	52.5
1980–81	9.2	47.4	43.4
1982–83	7.1	47.9	45.0
1983–84	6.8	47.8	45.4
1984–85	6.6	48.9	44.4
1985–86	6.7	49.4	43.9
1986–87	6.4	49.7	43.9
1987–88	6.3	49.5	44.1
1988–89	6.2	47.8	46.0
1989–90	6.1	47.1	46.8
1990–91	6.2	47.2	46.7
1991–92	6.6	46.4	47.0
1992–93	7.0	45.8	47.2
1993–94	7.1	45.2	47.8
1994–95	6.8	46.8	46.4
1995–96	6.6	47.5	45.9
1996–97	6.6	48.0	45.4

*Includes a relatively small amount from nongovernmental sources.

NOTE: Beginning in 1980–81, revenues for state education agencies are excluded. Beginning in 1988–89, new survey procedures were implemented. Details may not add to totals due to rounding.

Public Elementary and Secondary School Expenditures

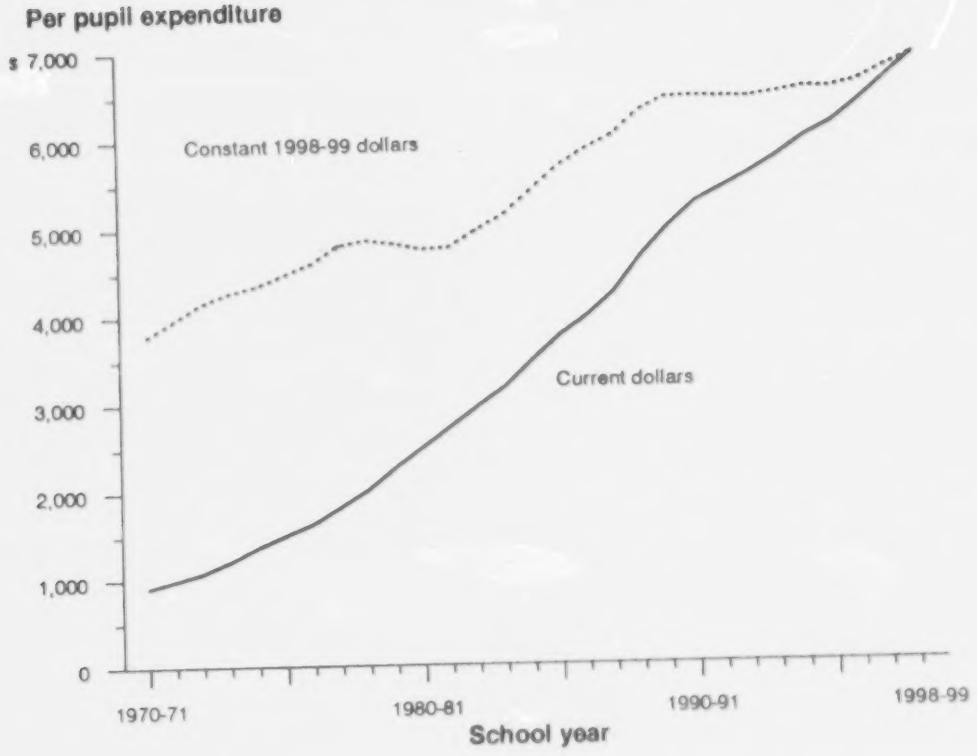
The expenditure per student in public schools has risen since the mid-1990s. In 1998–99, the estimated current expenditure per student in average daily attendance was $6,915. After adjustment for inflation, this represents an increase of 15 percent since 1987–88.

Table 23.—Current expenditure per pupil in average daily attendance: 1981–82 to 1998–99

School year	Unadjusted dollars	Constant dollars (1998–99)
1981–82	$2,726	$4,766
1982–83	2,955	4,954
1983–84	3,173	5,130
1984–85	3,470	5,399
1985–86	3,756	5,679
1986–87	3,970	5,837
1987–88	4,240	6,023
1988–89	4,645	6,306
1989–90	4,980	6,453
1990–91	5,258	6,460
1991–92	5,421	6,454
1992–93	5,584	6,446
1993–94	5,767	6,490
1994–95	5,989	6,552
1995–96	6,147	6,546
1996–97	6,392	6,619
1997–98*	6,657	6,772
1998–99*	6,915	6,915

* Estimated.

Figure 10.—Current expenditure per student in average daily attendance in public elementary and secondary schools: 1970–71 to 1998–99



Higher Education Revenues

Private colleges are heavily dependent on tuition for revenues, receiving 43 percent from this source in 1995. In contrast, public colleges receive much of their revenue—40 percent—from state and local governments.

Table 24.—Sources of current-fund revenue for institutions of higher education by sector: 1995–96

Source	Public	Private
Total	100.0	100.0
Tuition and fees	18.8	43.0
Federal government	11.1	13.8
State governments	35.8	1.9
Local governments	4.1	0.7
Private gifts, grants, and contracts	4.1	9.1
Endowment income	0.2	5.2
Sales and services	22.2	21.0
Educational activities	2.9	2.7
Auxiliary enterprises	9.4	9.8
Hospitals	9.9	8.5
Other sources	3.3	5.3

Higher Education Expenditures

Trend data show some increases in the expenditures per student at institutions of higher education through the late 1980s with relatively slower growth thereafter. After adjustment for inflation, current-fund expenditures per student rose about 16 percent between 1980–81 and 1988–89, but increased only 8 percent between 1988–89 and 1995–96.

Table 25.—Current-fund expenditures and expenditures per full-time-equivalent student in institutions of higher education: 1980–81 to 1995–96

Year	Expenditures in millions		Per student, in constant 1995–96 dollars
	Unadjusted dollars	Constant 1995–96 dollars	
1980–81	$ 64,053	$129,375	$14,670
1985–86	97,536	145,339	16,251
1986–87	105,764	151,603	16,726
1987–88	113,786	156,377	16,943
1988–89	123,867	161,643	17,079
1989–90	134,656	165,737	16,945
1990–91	146,088	170,830	17,111
1991–92	156,189	176,566	17,042
1992–93	165,241	181,242	17,366
1993–94	173,351	183,966	17,772
1994–95	182,969	188,404	18,207
1995–96*	189,986	189,986	18,383

*Preliminary data.

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College Costs

For the 1998–99 academic year, annual undergraduate charges for tuition, room, and board were estimated to be $8,018 at public 4-year colleges and $19,970 at private 4-year colleges.

Figure 11.—Average undergraduate tuition, room, and board charges at public and private 4-year colleges: 1967–68 to 1998–99

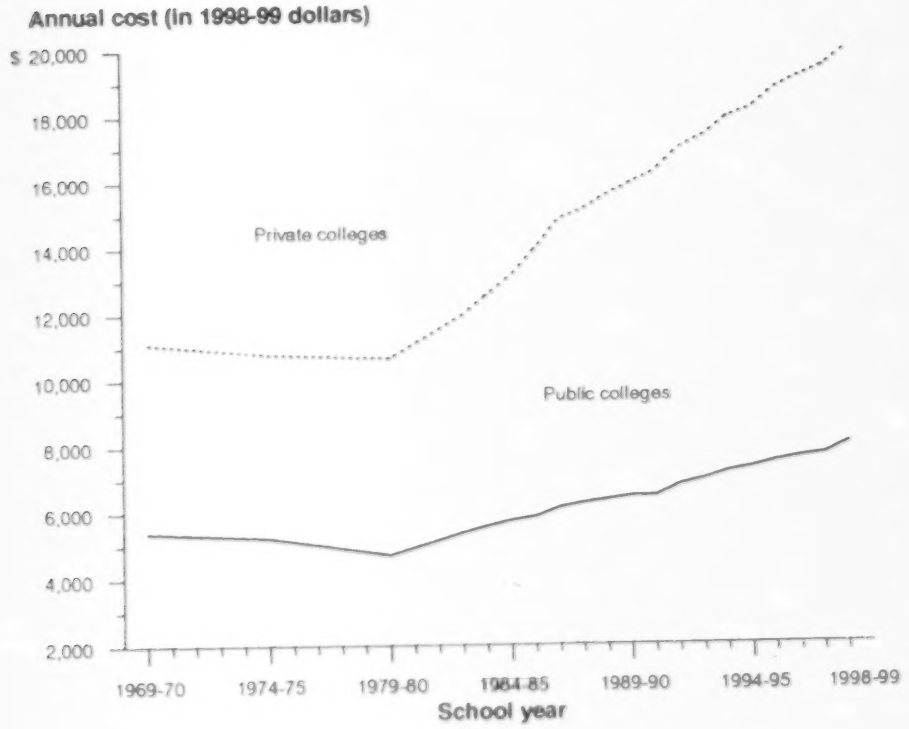

Table 26.—Average undergraduate tuition, room, and board charges: 1990–91 to 1998–99

(In Constant 1998–99 dollars)

Year and control of institution	Total tuition, room, and board		
	All institutions	4-year	2-year [1]
All			
1969–70	—	—	—
1974–75	—	—	—
1979–80	$ 5,953	$ 6,713	$ 4,195
1984–85	7,098	8,028	4,946
1989–90	8,044	9,345	4,801
1994–95	9,086	10,642	5,069
1998–99 [2]	10,007	11,834	5,276
Public			
1969–70	5,240	—	1,407
1974–75	4,966	—	1,372
1979–80	4,589	4,933	3,861
1984–85	5,302	5,727	4,367
1989–90	5,836	6,447	4,275
1994–95	6,526	7,297	4,525
1998–99 [2]	7,093	8,018	4,621
Private			
1969–70	11,020	—	8,681
1974–75	10,811	—	8,232
1979–80	10,412	10,624	7,951
1984–85	12,760	13,147	9,651
1989–90	15,574	15,918	11,235
1994–95	17,730	18,162	12,220
1998–99 [2]	19,410	19,970	13,252

[1] Due to a low response rate, data for private 2-year colleges must be interpreted with caution.

[2] Preliminary data.

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Scholarships and Fellowships

One of the most rapidly rising expenditures at institutions of higher education during the past decade was for scholarships and fellowships. The proportion of educational and general expenditures spent on scholarships rose from 3.1 percent at public colleges in 1985–86 to 5.3 percent in 1995–96. At private colleges, the proportion expended for scholarships rose from 10.2 percent to 14.7 percent during the same time period.

On a per student basis, adjusted for inflation, expenditures for scholarships and fellowships rose by 84 percent at public universities between 1985–86 and 1995–96, compared with 9 percent for instructional expenditures. At private universities during the same period, the per student expenditures on scholarships and fellowships rose by 67 percent, and the instructional costs rose by 32 percent. Another rapidly rising expenditure in the public sector during the decade was for research, which rose by 29 percent per student at public universities and by 35 percent at other public 4-year colleges.

Table 27.—Educational and general expenditures and scholarships and fellowships at institutions of higher education by sector: 1985–86 to 1995–96

(In millions of current dollars)

Year	Total expenditures	Scholarships and fellowships	Percent of total
	Public		
1985-86	$50,873	$1,576	3.1
1986-87	54,359	1,752	3.8
1988-89	63,445	2,150	3.4
1990-91	74,395	2,689	3.6
1991-92	78,555	3,256	4.1
1992-93	83,211	3,728	4.5
1993-94	87,139	4,223	4.8
1994-95	92,174	4,662	5.1
1995-96* ...	96,086	5,085	5.3
	Private		
1985-86	$25,255	$2,584	10.2
1986-87	28,596	3,024	10.6
1988-89	33,358	3,768	11.3
1990-91	39,744	4,863	12.2
1991-92	43,013	5,804	13.5
1992-93	45,767	6,421	14.0
1993-94	48,885	7,015	14.4
1994-95	51,984	7,623	14.7
1995-96* ...	55,360	8,110	14.7

*Preliminary data.

Aid to Higher Education

About 68 percent of all full-time undergraduate students received some form of financial aid in 1996. Students at private colleges were more likely to receive aid than students at public colleges. About 63 percent of full-time undergraduates at public colleges received aid compared with 80 percent at private nonprofit colleges. Students obtained aid through a variety of programs: 56 percent received some sort of federal aid, 11 percent participated in work-study programs, however 9 percent of the 11 percent is federal and 5 percent received aid through other types of programs. Private colleges provided aid from their own sources to over half of their full-time undergraduates. For all full-time undergraduates, the average student aid package from all sources totalled $6,832 in 1995–96.

Table 28.—Percent of full-time undergraduate and graduate students receiving financial aid by type, sector, level, and advanced degrees: 1995–96

Selected student characteristics	Aid from all sources	Grants [1]	Loans
All undergraduates	68.4	54.1	43.7
Public	62.8	47.5	37.2
4-year doctoral	65.4	47.6	44.5
Other 4-year	69.3	52.3	47.4
2-year	55.9	44.6	21.8
Less than 2-year	39.5	30.9	4.4
Private, nonprofit	80.3	71.3	56.9
4-year doctoral	70.6	61.6	50.9
Other 4-year	85.6	77.3	60.4
2-year	79.2	61.9	52.9
All graduate students	76.1	5.2	48.7
Master's degree	72.6	4.3	43.1
Public	74.7	4.8	39.5
Private	69.4	3.6	48.6
Doctor's degree	82.9	15.8	25.2
Public	85.9	13.7	26.7
Private	77.5	19.6	22.6
First professional	83.2	1.4	74.4
Public	85.7	2.0	79.0
Private	81.0	0.9	70.6

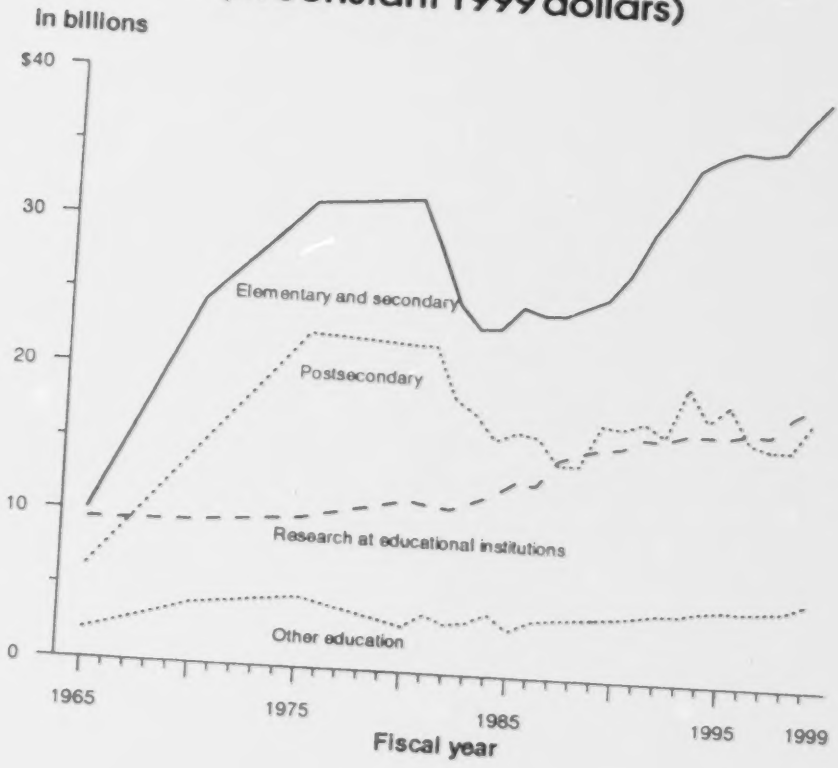
[1] Includes only fellowship grants for graduate students.

NOTE: Data include students in all types of postsecondary institutions.

Federal Funding

Federal on-budget support for education showed sizable growth between fiscal years 1965 and 1999, after adjustment for inflation. (On-budget support excludes education funds that are generated by federal subsidies, such as Guaranteed Student Loans.) Particularly large increases occurred between 1965 and 1975. After a period of relative

Figure 12.—Federal on-budget funds for education, by level: 1965 to 1999
(In constant 1999 dollars)



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stability between 1975 and 1980, federal funding for education declined approximately 16 percent between 1980 and 1985 after adjustment for inflation. From 1990 to 1999, federal funding for education increased by 28 percent.

Table 29.—Federal funds for education: Fiscal years 1965 to 1999

(In millions of dollars)

Fiscal year	Total on-budget support	
	Unadjusted dollars	Constant 1999 dollars
1965	$ 5,331.0	$27,786.5
1970	12,526.5	52,745.1
1975	23,288.1	68,883.9
1980	34,493.5	68,738.0
1985	39,027.9	57,771.8
1986	39,962.9	57,539.4
1988	43,454.4	58,949.5
1990	51,624.3	64,639.2
1991	57,599.5	68,869.8
1992	60,483.1	70,112.0
1993	67,740.6	76,594.7
1994	68,254.2	75,388.5
1995	71,639.5	77,265.1
1996	71,327.4	75,220.8
1997	73,731.8	76,278.4
1998	76,505.9	77,835.5
1999 [1]	82,847.7	82,847.7

[1] Estimated.

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